Text Title: Reading Street Student Edition Package (Includes a 6-year Student Digital License), Grade 5 Publisher: Pearson Education, Inc., publishing as Scott Foresman

Section I. Correlation with the 2010 English Standards of Learning and Curriculum Framework- Grade 5 Summary	Rating			Section I. Correlation with the 2010 English Standards of Learning and Curriculum Framework- Grade 5 Summary	Rating		
	Adequate	Limited	No Evidence		Adequate	Limited	No Evidence
5.4	X			5.5e	X		
5.4a	X			5.5f	X		
5.4b	X			5.5g	X		
5.4c	X			5.5h	X		
5.4d	X			5.5i	X		
5.4e	X			5.5j	X		
5.4f	X			5.5k	X		
5.4g	X			5.5l	X		
5.5	X			5.5m	X		
5.5a	X			5.6	X		
5.5b	X			5.6a	X		
5.5c	X			5.6b	X		
5.5d	X			5.6c	X		

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Section I. Correlation with the 2010 English Standards of Learning and Curriculum Framework-Grade 5 Summary	Rating		
	Adequate	**Limited**	**No Evidence**
5.6d	X		
5.6e	X		
5.6f	X		
5.6g	X		
5.6h	X		
5.6i	X		
5.6j	X		
5.6k	X		
5.6l	X		
5.6m	X		

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Section II. Additional Criteria: Instructional Planning and Support	Degree of Correlation: Underline your choice. Adequate Limited No evidence Must provide comments to support the ratings other than Adequate.
1. The textbook is presented in an organized, logical manner and is appropriate for the age, grade, and maturity of the students.	**Adequate** Limited No Evidence Comments:
2. The textbook is organized appropriately within and among units of study.	**Adequate** Limited No Evidence Comments:
3. The format design includes titles, subheadings, and appropriate cross-referencing for ease of use.	**Adequate** Limited No Evidence Comments:
4. The writing style, syntax, and vocabulary are appropriate.	**Adequate** Limited No Evidence Comments:
5. Sufficient instructional strategies are provided to promote depth of understanding.	**Adequate** Limited No Evidence Comments:

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<table>
<tr><td colspan="2">2010 Grade 5 English Standards of Learning</td></tr>
<tr>
<td>STANDARD</td>
<td>Degree of Correlation: Highlight your choice.

Adequate   Limited   No evidence
Must provide comments to support the ratings other than Adequate.</td>
</tr>
<tr>
<td>5.4   The student will expand vocabulary when reading.</td>
<td><u>Adequate</u>   Limited   No Evidence

Comments:</td>
</tr>
<tr>
<td>a) Use context to clarify meaning of unfamiliar words and phrases.</td>
<td><u>Adequate</u>   Limited   No Evidence

Comments:</td>
</tr>
<tr>
<td>b) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.</td>
<td><u>Adequate</u>   Limited   No Evidence

Comments:</td>
</tr>
<tr>
<td>c) Use knowledge of roots, affixes, synonyms, antonyms, and homophones.</td>
<td><u>Adequate</u>   Limited   No Evidence

Comments:</td>
</tr>
<tr>
<td>d) Identify an author's use of figurative language.</td>
<td><u>Adequate</u>   Limited   No Evidence

Comments:</td>
</tr>
</table>

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2010 Grade 5 English Standards of Learning	
STANDARD	**Degree of Correlation: Highlight your choice.** **Adequate Limited No evidence** **Must provide comments to support the ratings other than Adequate.**
e) Use dictionary, glossary, thesaurus, and other word-reference materials.	**Adequate** Limited No Evidence Comments:
f) Develop vocabulary by listening to and reading a variety of texts.	**Adequate** Limited No Evidence Comments:
g) Study word meanings across content areas.	**Adequate** Limited No Evidence Comments:

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2010 Grade 5 English Standards of Learning	
STANDARD	**Degree of Correlation: Highlight your choice.** **Adequate Limited No evidence** **Must provide comments to support the ratings other than Adequate.**
5.5 The student will read and demonstrate comprehension of fictional texts, narrative nonfiction, and poetry.	**Adequate** Limited No Evidence Comments:
a) Describe the relationship between text and previously read materials.	**Adequate** Limited No Evidence Comments:
b) Describe character development.	**Adequate** Limited No Evidence Comments:
c) Describe the development of plot and explain the resolution of conflict(s).	**Adequate** Limited No Evidence Comments:
d) Describe the characteristics of free verse, rhymed, and patterned poetry.	**Adequate** Limited No Evidence Comments:

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2010 Grade 5 English Standards of Learning	
STANDARD	**Degree of Correlation: Highlight your choice.** **Adequate Limited No evidence** **Must provide comments to support the ratings other than Adequate.**
e) Describe how an author's choice of vocabulary contributes to the author's style.	**<u>Adequate</u>** Limited No Evidence Comments:
f) Identify and ask questions that clarify various points of view.	**<u>Adequate</u>** Limited No Evidence Comments:
g) Identify main idea.	**<u>Adequate</u>** Limited No Evidence Comments:
h) Summarize supporting details from text.	**<u>Adequate</u>** Limited No Evidence Comments:
i) Draw conclusions and make inferences from text.	**<u>Adequate</u>** Limited No Evidence Comments:

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2010 Grade 5 English Standards of Learning	
STANDARD	**Degree of Correlation: Highlight your choice.** **Adequate Limited No evidence** **Must provide comments to support the ratings other than Adequate.**
j) Identify cause and effect relationships.	**Adequate** Limited No Evidence Comments:
k) Make, confirm, or revise predictions.	**Adequate** Limited No Evidence Comments:
l) Use reading strategies throughout the reading process to monitor comprehension.	**Adequate** Limited No Evidence Comments:
m) Read with fluency and accuracy.	**Adequate** Limited No Evidence Comments:

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2010 Grade 5 English Standards of Learning	
STANDARD	**Degree of Correlation: Highlight your choice.** **Adequate Limited No evidence** **Must provide comments to support the ratings other than Adequate.**
5.6 The student will read and demonstrate comprehension of nonfiction texts.	**Adequate** Limited No Evidence Comments:
a) Use text organizers, such as type, headings, and graphics, to predict and categorize information in both print and digital texts.	**Adequate** Limited No Evidence Comments:
b) Use prior knowledge and build additional background knowledge as context for new learning.	**Adequate** Limited No Evidence Comments:
c) Skim materials to develop a general overview of content and to locate specific information.	**Adequate** Limited No Evidence Comments:
d) Identify the main idea of nonfiction texts.	**Adequate** Limited No Evidence Comments:

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2010 Grade 5 English Standards of Learning	
STANDARD	**Degree of Correlation: Highlight your choice.** **Adequate Limited No evidence** **Must provide comments to support the ratings other than Adequate.**
e) Summarize supporting details in nonfiction texts.	**Adequate** Limited No Evidence Comments:
f) Identify structural patterns found in nonfiction.	**Adequate** Limited No Evidence Comments:
g) Locate information to support opinions, predictions, and conclusions.	**Adequate** Limited No Evidence Comments:
h) Identify cause and effect relationships following transition words signaling the pattern.	**Adequate** Limited No Evidence Comments:
i) Differentiate between fact and opinion.	**Adequate** Limited No Evidence Comments:

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2010 Grade 5 English Standards of Learning	
STANDARD	**Degree of Correlation: Highlight your choice.** **Adequate Limited No evidence** **Must provide comments to support the ratings other than Adequate.**
j) Identify, compare, and contrast relationships.	**<u>Adequate</u>** Limited No Evidence Comments:
k) Identify new information gained from reading.	**<u>Adequate</u>** Limited No Evidence Comments:
l) Use reading strategies throughout the reading process to monitor comprehension.	**<u>Adequate</u>** Limited No Evidence Comments:
m) Read with fluency and accuracy.	**<u>Adequate</u>** Limited No Evidence Comments: